



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2009
Code: 11461375
SAU: Saco School Department
School: C K Burns School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9

SUMMARY OF SCORES

Test Date: March 2009

Grade: 3

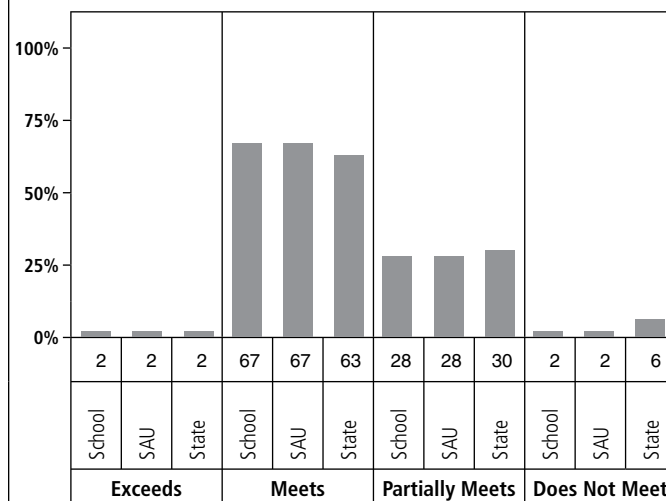
SAU: Saco School Department

School: C K Burns School

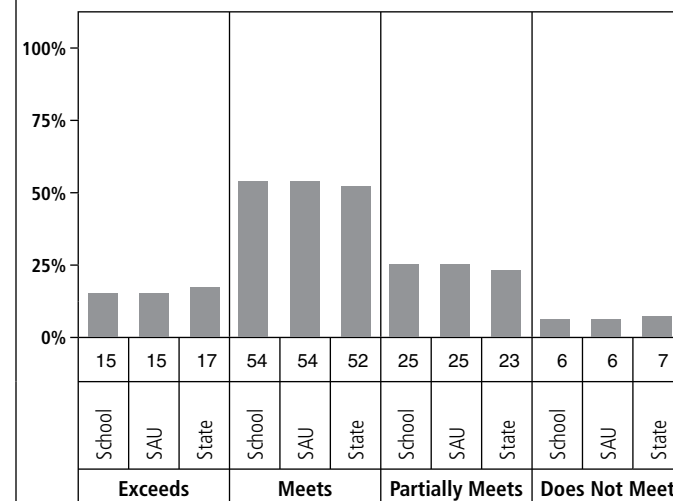
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	345	345	345
2007–2008	345	344	344
2008–2009	346	346	345
Cum. Avg.*	345	345	345
Mathematics			
2006–2007	344	344	347
2007–2008	346	346	347
2008–2009	348	348	348
Cum. Avg.*	346	346	347

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 3
SAU: Saco School Department
School: C K Burns School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	210	100	210	100	13763	100	209	100	209	100	13691	100	209	100	209	100	13691	100						
Ethnicity African American/Black	9	4	9	4	416	3	9	100	9	100	412	99	9	100	9	100	414	100						
American Indian or Native Alaskan	0	0	0	0	102	1	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	7	3	7	3	232	2	7	100	7	100	226	97	7	100	7	100	227	98						
Hispanic	3	1	3	1	167	1	3	100	3	100	164	98	3	100	3	100	164	98						
Caucasian/White	191	91	191	91	12846	93	190	99	190	99	12788	100	190	99	190	99	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	37	18	37	18	2414	18	37	100	37	100	2388	100	37	100	37	100	2388	100						
Current LEP	7	3	7	3	420	3	7	100	7	100	413	98	7	100	7	100	417	99						
Economically disadvantaged	60	29	60	29	5887	43	60	100	60	100	5847	100	60	100	60	100	5846	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	150	71	150	71	10316	75	151	72	151	72	10355	75						
Identified disability (PET/IEP)	5	3	5	3	437	4	6	4	6	4	445	4						
LEP	6	4	6	4	192	2	6	4	6	4	193	2						
504 plan	0	0	0	0	83	1	0	0	0	0	83	1						
Participation with accommodations	57	27	57	27	3179	23	56	27	56	27	3152	23						
Identified disability (PET/IEP)	30	53	30	53	1757	55	29	52	29	52	1759	56						
LEP	1	2	1	2	214	7	1	2	1	2	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	26	46	26	46	1192	37	26	46	26	46	1157	37						
Participation through alternate assessment (PAAP)	2	1	2	1	194	1	2	1	2	1	184	1						
Identified disability (PET/IEP)	2	100	2	100	194	100	2	100	2	100	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	21	0						
Non-participation – other	1	0	1	0	53	0	1	0	1	0	51	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 3
SAU: Saco School Department
School: C K Burns School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	1	1	1	1	332	2
	2007-2008	1	1	1	1	227	2
	2008-2009	5	2	5	2	262	2
	Cum. Total*	7	1	7	1	821	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	112	62	112	62	8691	63
	2007-2008	134	67	133	67	8403	62
	2008-2009	139	67	139	67	8500	63
	Cum. Total*	385	66	384	65	25594	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	55	31	55	31	3781	27
	2007-2008	58	29	58	29	4018	30
	2008-2009	58	28	58	28	3985	30
	Cum. Total*	171	29	171	29	11784	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	12	7	12	7	1021	7
	2007-2008	7	4	8	4	938	7
	2008-2009	5	2	5	2	748	6
	Cum. Total*	24	4	25	4	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	29.1	63.3	29.1	63.3	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	20.6	64.4	20.6	64.4	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	8.5	60.7	8.5	60.7	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: Saco School Department
 School: C K Burns School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	207	5	2	139	67	58	28	5	2	346	207	2	67	28	2	346	13495	2	63	30	6	345
Ethnicity																						
African American/Black	8	0	0	2	25	6	75	0	0	341	8	0	25	75	0	341	402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	7	0	0	4	57	3	43	0	0	344	7	0	57	43	0	344	222	4	63	25	8	345
Hispanic	3										3						162	0	51	38	10	342
Caucasian/White	189	5	3	131	69	48	25	5	3	346	189	3	69	25	3	346	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	35	1	3	16	46	15	43	3	9	341	35	3	46	43	9	341	2194	0	32	50	18	338
No	172	4	2	123	72	43	25	2	1	347	172	2	72	25	1	347	11301	2	69	26	3	346
Current LEP																						
Yes	7	0	0	5	71	2	29	0	0	345	7	0	71	29	0	345	406	0	39	41	20	339
No	200	5	3	134	67	56	28	5	3	346	200	3	67	28	3	346	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	59	0	0	29	49	28	47	2	3	342	59	0	49	47	3	342	5721	1	52	39	9	342
No	148	5	3	110	74	30	20	3	2	347	148	3	74	20	2	347	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	207	5	2	139	67	58	28	5	2	346	207	2	67	28	2	346	13489	2	63	30	6	345
Gender																						
Female	101	2	2	75	74	22	22	2	2	347	101	2	74	22	2	347	6568	3	67	26	4	346
Male	106	3	3	64	60	36	34	3	3	345	106	3	60	34	3	345	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2300	0	39	49	11	340
No	207	5	2	139	67	58	28	5	2	346	207	2	67	28	2	346	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	207	5	2	139	67	58	28	5	2	346	207	2	67	28	2	346	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 3

SAU: Saco School Department

School: C K Burns School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	1	17	5	83	0	0	339	3	0	17	83	0	339	5	1	44	39	16	340
B. less than one hour	76	4	3	107	69	39	25	4	3	346	76	3	69	25	3	346	80	2	66	28	4	345
C. one to two hours	19	1	3	28	72	10	26	0	0	345	19	3	72	26	0	345	13	2	61	32	6	344
D. more than two hours	1	0	0	0	0	3	100	0	0	336	1	0	0	100	0	336	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	57	4	3	87	75	23	20	2	2	348	57	3	75	20	2	348	47	3	68	24	4	346
B. good	31	1	2	39	61	22	34	2	3	343	31	2	61	34	3	343	41	1	62	31	5	344
C. fair	9	0	0	11	61	7	39	0	0	343	9	0	61	39	0	343	9	0	51	41	8	342
D. poor	3	0	0	0	0	6	100	0	0	338	3	0	0	100	0	338	2	0	30	51	19	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	28	2	4	35	63	19	34	0	0	347	28	4	63	34	0	347	31	3	63	28	6	345
B. They match some of what I have learned.	59	3	3	88	74	26	22	2	2	346	59	3	74	22	2	346	49	2	68	26	3	345
C. They match just a little of what I have learned.	9	0	0	9	47	10	53	0	0	342	9	0	47	53	0	342	14	1	53	39	7	342
D. There is no match.	4	0	0	4	44	3	33	2	22	340	4	0	44	33	22	340	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	17	0	0	20	57	14	40	1	3	344	17	0	57	40	3	344	18	1	50	38	11	342
B. about the same as my regular schoolwork	60	5	4	88	72	26	21	3	2	347	60	4	72	21	2	347	57	2	68	26	3	346
C. easier than my regular schoolwork	23	0	0	30	63	18	38	0	0	345	23	0	63	38	0	345	25	1	61	31	6	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	16	0	0	11	33	20	61	2	6	340	16	0	33	61	6	340	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	45	1	1	65	70	24	26	3	3	345	45	1	70	26	3	345	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	39	4	5	62	78	14	18	0	0	349	39	5	78	18	0	349	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	20	2	5	28	67	12	29	0	0	348	20	5	67	29	0	348	22	3	67	25	4	346
B. 20 minutes to an hour	52	2	2	79	74	22	21	4	4	346	52	2	74	21	4	346	46	2	68	26	4	346
C. less than 20 minutes	18	1	3	23	61	13	34	1	3	345	18	3	61	34	3	345	18	1	56	36	8	343
D. I rarely read at home.	9	0	0	8	42	11	58	0	0	342	9	0	42	58	0	342	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	17	0	0	16	46	18	51	1	3	343	17	0	46	51	3	343	29	1	56	36	7	343
B. six to ten pages	22	2	4	27	60	15	33	1	2	345	22	4	60	33	2	345	21	2	62	31	5	344
C. eleven or more pages	61	3	2	94	76	24	19	3	2	347	61	2	76	19	2	347	50	3	68	25	5	346
Optional school/SAU question																						
A.	29	0	0	0	0	2	100	0	0	339	29	0	0	100	0	339						
B.	57	0	0	1	25	3	75	0	0	340	57	0	25	75	0	340						
C.	14	0	0	0	0	1	100	0	0	334	14	0	0	100	0	334						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 3
SAU: Saco School Department
School: C K Burns School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	19	11	19	11	1985	14
	2007-2008	24	12	24	12	2277	17
	2008-2009	31	15	31	15	2328	17
	Cum. Total*	74	13	74	13	6590	16
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	82	46	82	46	6990	51
	2007-2008	105	53	104	52	6764	50
	2008-2009	112	54	112	54	7045	52
	Cum. Total*	299	51	298	51	20799	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	62	34	62	34	3673	27
	2007-2008	57	29	57	29	3504	26
	2008-2009	52	25	52	25	3137	23
	Cum. Total*	171	29	171	29	10314	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	17	9	17	9	1193	9
	2007-2008	14	7	15	8	1044	8
	2008-2009	12	6	12	6	997	7
	Cum. Total*	43	7	44	7	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	31.5	65.6	31.5	65.6	31.5	65.6
A. Number	20	42	12.7	63.5	12.7	63.5	12.8	64.0
B. Data	8	17	6.2	77.5	6.2	77.5	6.1	76.3
C. Geometry	8	17	6.1	76.3	6.1	76.3	5.5	68.8
D. Algebra	12	25	6.5	54.2	6.5	54.2	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: Saco School Department
 School: C K Burns School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	207	31	15	112	54	52	25	12	6	348	207	15	54	25	6	348	13507	17	52	23	7	348
Ethnicity																						
African American/Black	8	1	13	1	13	5	63	1	13	342	8	13	13	63	13	342	407	7	37	32	24	338
American Indian or Native Alaskan	0										0						99	7	47	38	7	344
Asian or Pacific Islander	7	2	29	4	57	1	14	0	0	351	7	29	57	14	0	351	223	25	45	24	7	350
Hispanic	3										3						162	6	44	35	15	341
Caucasian/White	189	28	15	106	56	45	24	10	5	348	189	15	56	24	5	348	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	35	2	6	12	34	15	43	6	17	339	35	6	34	43	17	339	2204	6	36	36	22	338
No	172	29	17	100	58	37	22	6	3	350	172	17	58	22	3	350	11303	19	55	21	4	350
Current LEP																						
Yes	7	3	43	3	43	1	14	0	0	355	7	43	43	14	0	355	412	7	37	35	21	339
No	200	28	14	109	55	51	26	12	6	348	200	14	55	26	6	348	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	59	5	8	27	46	23	39	4	7	344	59	8	46	39	7	344	5727	10	48	31	12	343
No	148	26	18	85	57	29	20	8	5	350	148	18	57	20	5	350	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	207	31	15	112	54	52	25	12	6	348	207	15	54	25	6	348	13501	17	52	23	7	348
Gender																						
Female	101	14	14	55	54	29	29	3	3	348	101	14	54	29	3	348	6568	16	52	24	8	348
Male	106	17	16	57	54	23	22	9	8	348	106	16	54	22	8	348	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2300	4	43	39	14	340
No	207	31	15	112	54	52	25	12	6	348	207	15	54	25	6	348	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										0						155	73	26	1	0	368
No	207	31	15	112	54	52	25	12	6	348	207	15	54	25	6	348	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 3

SAU: Saco School Department

School: C K Burns School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	4	67	2	33	0	0	345	3	0	67	33	0	345	5	9	38	32	21	340
B. less than one hour	76	24	16	82	53	40	26	8	5	348	76	16	53	26	5	348	80	19	54	22	5	349
C. one to two hours	19	7	18	24	62	5	13	3	8	349	19	18	62	13	8	349	13	16	51	24	9	347
D. more than two hours	1	0	0	0	0	3	100	0	0	337	1	0	0	100	0	337	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	43	23	26	44	50	21	24	0	0	352	43	26	50	24	0	352	40	25	51	17	7	351
B. good	43	8	9	52	59	21	24	7	8	346	43	9	59	24	8	346	45	14	56	24	6	348
C. fair	12	0	0	12	50	8	33	4	17	341	12	0	50	33	17	341	12	7	49	34	10	343
D. poor	3	0	0	3	50	2	33	1	17	343	3	0	50	33	17	343	3	3	35	43	20	337
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	29	11	18	36	60	10	17	3	5	350	29	18	60	17	5	350	38	23	52	19	5	351
B. They match some of what I have learned.	56	18	16	63	55	28	25	5	4	348	56	16	55	25	4	348	45	16	56	22	6	348
C. They match just a little of what I have learned.	12	2	8	10	42	9	38	3	13	343	12	8	42	38	13	343	12	10	45	33	12	343
D. There is no match.	3	0	0	2	29	4	57	1	14	338	3	0	29	57	14	338	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	17	1	3	14	41	15	44	4	12	341	17	3	41	44	12	341	17	8	45	34	13	342
B. about the same as my regular schoolwork	67	23	17	75	55	30	22	8	6	349	67	17	55	22	6	349	59	19	55	21	5	350
C. easier than my regular schoolwork	16	6	19	20	63	6	19	0	0	351	16	19	63	19	0	351	24	20	51	21	8	349
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	5	0	0	3	27	8	73	0	0	342	5	0	27	73	0	342	15	8	41	35	15	341
B. 30–45 minutes	13	3	11	10	37	12	44	2	7	342	13	11	37	44	7	342	29	16	54	23	6	348
C. 45–60 minutes	27	3	6	35	65	13	24	3	6	346	27	6	65	24	6	346	32	21	55	19	5	350
D. more than 60 minutes	54	25	23	59	54	19	17	7	6	351	54	23	54	17	6	351	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	6	3	25	4	33	4	33	1	8	345	6	25	33	33	8	345	6	6	33	39	23	337
B. two or three days a week	9	3	17	9	50	6	33	0	0	349	9	17	50	33	0	349	12	15	55	22	8	348
C. two or three times each month	15	7	23	11	37	9	30	3	10	346	15	23	37	30	10	346	26	20	56	19	5	350
D. never or almost never	70	18	13	86	61	30	21	8	6	349	70	13	61	21	6	349	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	49	14	14	53	54	26	27	5	5	347	49	14	54	27	5	347	37	14	51	27	9	346
B. two or three days a week	26	8	16	29	57	12	24	2	4	349	26	16	57	24	4	349	27	20	55	19	6	350
C. two or three times each month	18	6	17	20	56	8	22	2	6	349	18	17	56	22	6	349	19	22	53	19	6	350
D. never or almost never	8	3	20	7	47	4	27	1	7	351	8	20	47	27	7	351	18	15	51	26	8	347
Optional school/SAU question																						
A.	29	0	0	0	0	1	50	1	50	329	29	0	0	50	50	329						
B.	57	0	0	0	0	3	75	1	25	334	57	0	0	75	25	334						
C.	14	0	0	0	0	1	100	0	0	340	14	0	0	100	0	340						
D.	0										0											

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